

2020-2021

# LANGUAGE IMMERSION

ANSWERS TO COMMONLY-ASKED QUESTIONS FOR  
FHPS SPANISH AND MANDARIN IMMERSION FAMILIES



1. If you choose the virtual option now (by August 14), must your child stay virtual for the entire 2020-2021 school year?  
August 31 through Winter break - The virtual learning option is a first semester commitment; therefore, face-to-face learning would also be a semester commitment. There is not an option to move between the two options during a semester.

2. If you choose the virtual option, will your child be allowed to continue their immersion virtually?  
Yes. Virtual immersion instruction for K-6 Spanish and Mandarin students WILL be in the target language following FHPS immersion curriculum.

For students in grade 7-12, it is our desire to provide a virtual option in the target language for both Spanish and Mandarin immersion, however, that will depend on numbers. If we are unable to form target-language cohorts, students will have the option of taking social studies and language arts classes in English through Michigan Virtual. They can take a world language class, also through Michigan Virtual, at the appropriate level, to continue to grow their language proficiency during the virtual learning period. Spanish and Mandarin Advanced Placement (AP) are also available through Michigan Virtual.

High school Mandarin immersion students will receive virtual instruction from their Western Michigan University professor.

3. If you choose the virtual option, will your child be placed in a virtual class with other students from his/her current school?  
Yes for K-6. They will remain as a cohort for the entire semester.  
Students in grades 7-12 will be working directly with Michigan Virtual with a FHPS teacher mentor.
4. Will the teacher of the virtual classes be a teacher employed currently by his/her current school?  
Yes for K-6, unless a teacher within the K-6 program transfers from one immersion school to their feeder school.
5. If not, will the teacher of the virtual classes be a teacher employed currently by his/her school district?  
Same as #4 above.
6. If your child will not be placed with other students or teachers from his/her current school, how is the district planning to build trust and rapport between your child and his/her new classmates and teacher?  
Student in grades K-6 will remain with grade level peers.  
Students in grades 7-12 will be assigned a FHPS teacher mentor to support them.
7. What will the student to teacher ratio be for virtual classes?  
This will depend on the number of students that opt into the virtual option for immersion. Keeping in alignment with elementary class sizes, up to 25 students per cohort.

8. Will virtual classes include synchronous learning (real-time) or only asynchronous (pre-recorded) learning?

Yes for K-6. Following is an overview of a K-6 daily schedule. The day would look different for Mandarin immersion as they would continue with their 50-50 model of English instruction during one-half of the day, and Mandarin instruction during the other half.

<b>FHPS IMMERSION VIRTUAL OPTION DAILY OVERVIEW</b>		
<b>ONLINE ENGAGEMENT</b>		
	<b>K-2</b>	<b>3-6</b>
Approximate Expectations for Online Engagement <i>*Screen time</i>	90 Minutes Daily About 40% of Instructional Day	120 Minutes Daily About 40% of Instructional Day
Sample Online Activities in the Target Language	<ul style="list-style-type: none"> <li>• Daily Connections with Teachers/Class</li> <li>• Listening and Speaking Activities</li> <li>• Vocabulary Activities</li> <li>• Core Content Mini Lessons (Reading, Writing, Math, Science, &amp; Social Studies)</li> <li>• Participating in Interactive Read Aloud</li> <li>• Shared Reading and Shared Writing Activities</li> <li>• 1:1 Conferring &amp; Small-Group Instruction</li> <li>• Social-Emotional Learning</li> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Connections with Teachers/Class</li> <li>• Listening and Speaking Activities</li> <li>• Vocabulary Activities</li> <li>• Core Content Mini-Lessons (Reading, Writing, Word Study/Vocabulary, Math, Science, &amp; Social Studies)</li> <li>• Participating in Interactive Read Aloud</li> <li>• Book Clubs</li> <li>• 1:1 Conferring &amp; Small-Group Instruction</li> <li>• Social-Emotional Learning</li> <li>• Assessments</li> </ul>
<b>OFFLINE ENGAGEMENT</b>		
	<b>K-2</b>	<b>3-6</b>
Approximate Expectations for Offline Engagement	About 60% of Instructional Day	About 60% of Instructional Day
Offline Activities in the Target Language Supported by the Teacher	<ul style="list-style-type: none"> <li>• Supported Independent Reading/Writing</li> <li>• Supported Independent Math (Workbook Pages, Home Links, Games, Math Exploration)</li> <li>• Science Exploration &amp; Journal Pages</li> <li>• Social Studies Exploration &amp; Journal Pages</li> <li>• Intervention/Enrichment</li> <li>• Purposeful Play: The importance of play for emotional, social, physical/ motor, and language development is well documented. Teachers use play as an instructional vehicle, including constructive play, dramatic play, games with rules, and group play.</li> </ul>	<ul style="list-style-type: none"> <li>• Supported Independent Reading/Writing</li> <li>• Supported Independent Math (Workbook Pages, Home Links, Games, Math Exploration)</li> <li>• Word Study Practice</li> <li>• Science Exploration &amp; Journal Pages</li> <li>• Social Studies Exploration &amp; Journal Pages</li> <li>• Intervention/Enrichment</li> </ul>
Individualized Supports	Varies per student, based on student needs and/or qualification for services. May include additional time online weekly. <ul style="list-style-type: none"> <li>• Target language supports</li> <li>• English language supports</li> <li>• Intervention supports</li> <li>• Counselor connections</li> <li>• Ancillary services determined for each child</li> </ul>	
<b>SPECIALS</b> <i>Online and offline engagement will vary.</i>		
Specials	30-60 Minutes Daily	

9. If asynchronous, will there be any options for the students to meet in real-time (Zoom, Google Meet, etc.) to get to see other students and the teacher?  
The students will have opportunities to engage with other online students.
10. Will students be eligible to return to their current brick & mortar school (and immersion program) for the 2021-2022 school year?  
Yes. Students participating in the FHPS virtual program, as well as those taking classes through Michigan Virtual, will remain immersion students.
11. If your child is enrolled in an immersion program and a family chooses to disenroll their student, will the child be allowed to re-enter into that program automatically for in-person learning in 2021-2022? If not automatically, will the child be allowed to re-enter via testing in or via lottery?  
If a child leaves an immersion program and wishes to return at any time, acceptance will depend on capacity and proof of proficiency in the target language. If a student is presently a Schools of Choice student, they would begin by re-applying for School of Choice status in April 2021 for Fall 2021 admission.
12. What will Immersion language instruction look like for the virtual option?  
See daily overview sample provided earlier.
13. Will the virtual teacher be their FHPS Chinese teacher?  
Most likely, yes. Every attempt will be made to utilize a FHPS immersion teacher.
14. For the virtual option, how much time will be spent in the target language?  
See FHPS Daily Immersion overview chart.
15. How will we set our immersion learners up for success online?  
Focus on the social-emotional and academic needs of each child to maximize their personal learning potential.
16. What is our expectation for language academic performance this year?  
We will maintain the same high expectation for language proficiency growth.
17. If a student does virtual learning all year, will the student need to be reassessed before coming back in person the following year?  
Not if they are participating in FHPS remote learning in the target language. If a student has not experienced any learning in the target language, or taking a world language class through Michigan Virtual for 7-12 students, the principal of the receiving building may determine that proficiency testing may be required.
18. For 8th grade Chinese Immersion students who do virtual learning, how will this affect their ability to pass the WMU proficiency test required for the FHN/WMU dual enrollment program?  
Students who take a world language class through Michigan Virtual will be assigned an immersion mentor teacher who will support them through the experience. We will work with WMU to ensure this situation is considered when students apply to their program in the Spring of 2021.